Gender and Immigration (HIUS 181/281)
Spring Quarter 2012

Prof. N. Molina
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Communication: We can have a more productive and full conversation face-to-face rather than on e-mail. I will stay after class in case you have questions or comments and also welcome speaking to you during office hours. My e-mail is nmolina@ucsd.edu should you need to contact me. *Please write “HIUS 181” in the subject line or the e-mail might be directed to my spam folder.
Office Phone: 858.534.3440
Office hours: Mondays, 12-2 and by appointment

Creating a learning environment: Only a portion of what you learn in this course will be from your instructors and the readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join in the conversation. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings, sections, and lecture. Benjamin Franklin once said, “Seek first to understand, then to be understood.” Listen carefully to others before you decide where you stand in relation to their argument and how to respond in a respectful and productive manner. Please also refer to UCSD’s Principles of Community, http://www.vcba.ucsd.edu/principles.htm.

Course objectives: This course is intended for students with a solid history background to learn more about the field of gender and immigration. In order to accomplish this, I introduce students to what scholars consider are the major debates in the field of immigration studies with a focus on gender, how scholars are looking to rework the boundaries of this field, and model studies by scholars working in the field. Because this is a history seminar, students should also think about what it means to do work in the field of gender and immigration and as such will also work with primary sources (newspapers, archival material, photographs, diaries) to produce a final paper that engages with the literature of gender and immigration and also makes a small, but original, intervention.

Required texts:

The books can be found at the campus bookstore. Articles and chapters can be found on e-reserves. The books are on reserve at Geisel.
Course requirements:
This is a seminar and thus the main thing that will make this course successful is your being prepared and articulating your ideas. As such, you will be asked to turn in a response to the readings during weeks two through nine. Response papers should be 2 pages in length and e-mailed to me by 12 PM on Sunday. If you turn in your papers after 12 pm on Sunday, you will only receive half the credit. No late papers will be accepted. I'll use your papers to set the agenda for the class discussion.
You are also expected to participate in every discussion. As such, you should come to class prepared with at least 1) question and/or comment 2) one passage that you would like to discuss. I will call on you.
- discussion papers and discussion, 40 %

You will need to do primary research for your final paper. The primary research will be the crux of the paper but you will also need to do some outside secondary research. When you turn in your annotated bibliography, I will suggest key texts to incorporate into your final paper. Once you have narrowed down your topic, you should also search for key texts and articles on that topic. You will engage works presented in the course are welcome to include works you have learned in other courses. You will need to find archival sources which will serve as the basis your final paper.
* Go to libraries, Subjects a-z, United States History. Also, go to research tools, course and subject guides, SSHL Guide to Online Primary Sources. (We will discuss in depth in seminar). You may also look up dissertations of understudied topics. We will also visit special collections in week 5.
- annotated bibliography of primary sources, 4-5 pages, due week 7, 10 %. First, include a paragraph that explains your research question and how you will go about answering it. You will include a short paragraph for every archive or database that you will visit (online or in person), discuss the sources, their strengths and weaknesses and how they relate to your research question.
- presentation, week 8, 10%: You will present a five-minute presentation of your primary sources, your thesis, and your secondary sources during week eight. This will provide a roadmap for your final paper, as well as provide you useful feedback.

Your final paper will be 10-12 pages and will be based on secondary and primary sources. If you think you would like to use this paper for a writing sample for graduate school and would like to write a longer paper, please have that approved by me by week eight.
- final paper, 40%

Part I: The building blocks
• Week 1, Charting the field

Recommended: For more on the field of immigration studies generally:
• Week 2, What is gender?

Centering gender in immigration studies


Part II: Case Studies
• Week 3: The cultural politics of immigration
* Begin thinking of primary sources. In your response paper at the end, make a note of 1) 1-2 primary sources you are interested in from the readings and 2) where you might look them up.

• Week 4: Meet at the library for a session on conducting primary research.
2nd article on primary sources (TBA)

Producing sexuality, producing the border
* In your response paper at the end, make a note of 1) 1-2 primary sources you are interested in from the readings and 2) where you might look them up.

• Week 5: Questioning our categories


* You should be conducting primary and secondary research by now.

**Week 6**
Introduction, chapter one, chapter six, conclusion.

**Week 7:**

**Week 8: Reproduction Politics**


Natalia Molina, "Illustrating Cultural Authority: Medicalized Representations of Mexican Communities in Early-Twentieth-Century Los Angeles," Aztlán: A Journal of Chicano Studies, Volume 28, Number 1 / Spring 2003 (available through the UCSD library website. First, look up the journal in Roger and then search for the article on the journal's website)


**Week 8, presentations**
You will receive more suggestions for secondary source readings at this time if you have not already discussed your project with me. You should also be conducting research in secondary sources for your paper in databases, such as JSTOR. Plan your time accordingly.

**Week 9: Memorial day: write, write, write**
• **Week 10, 4-5 page rough draft due**
Based on the feedback from your presentation, you should write a draft of your paper. Bring this to class and we will workshop your papers with peers and the professor. Based on your written work and without your verbal intervention, your peer reviewer will comment on 1) your research question 2) how do your primary sources answer your research questions 3) how does your research question address the relevant secondary literature. 4) Strengths and weaknesses of the project.

**Final paper:** Take-home paper due on the day of the scheduled final. You may turn it in to the History Department on the 5th floor in the files in front of the elevators if you turn it in before that.